DOCUMENT RESUME

ED 237 563 TM 830 828

TITLE	Manual for the Evaluation of Occupational Education Programs. For Use by School Districts.
INSTITUTION	New York State Education Dept., Albany.
PUB DATE	83
NOTE	40p.
PUB TYPE	Tests/Evaluation Instruments (160) -- Reports - Evaluative/Feasibility (142) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Adult Education; Career Counseling; *Educational Legislation; *Evaluation Methods; *Program Evaluation; Program Improvement; *School Districts; Secondary Education; State Federal Aid; Statewide Planning; *Vocational Education
IDENTIFIERS	*New York

ABSTRACT

A revised Statewide System for the Evaluation of Occupational Education programs was put into effect during the 1981-82 academic year. That year all school districts in New York State which had received federal funds for occupational education during the period 1977-1980 were required to begin evaluating their occupational education programs. The purpose of the evaluation is to promote the improvement of programs in occupational education and of services provided to students and potential students. The evaluation is expected to assess the strengths and needs of the occupational education programs, to identify exemplary practices, and to provide information to be used in planning at state and federal levels. There are 14 key areas to be assessed beginning with potential students' awareness of occupational program availability and extending through follow-up of program completers to ascertain how the program can be improved. The assessment is intended to be conducted in a continuous cycle of three to five years. The recommended steps to be followed in carrying out the assessment are presented. Suggestions for each of the steps and a time line are included. (PN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED237563

MANUAL

For The Evaluation Of Occupational Education Programs

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

For Use By School Districts

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Trombly

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TM 830 828

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, New York 12234
1983

The 1976 amendments to the Vocational Education Act of 1963 and the Regulations based upon that Act require that all vocational education programs and projects in the State be evaluated. The evaluative system described in this document is intended to guide localities in conforming to that Act and to those regulations.

The State Education Department does not discriminate on the basis of age, color, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. This policy is in compliance with Title IX of the Education Amendments of 1972. Inquiries concerning this policy may be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

1988	Willard A. Genrich, Chancellor, LL.B., L.H.D., LL.D., Litt.D., D.C.S., D.C.L.	Buffalo
1987	Martin C. Barell, Vice Chancellor, B.S., I.A., LL.B., LL.D.	Kings Point
1986	Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc.	Hastings on Hudson
1989	Emlyn I. Griffith, A.B., J.D.	Rome
1984	Jorge L. Batista, B.A., J.D., LL.D.	Bronx
1986	Laura Bradley Chodos, B.A., M.A.	Vischer Ferry
1984	Louise P. Matteoni, B.A., M.A., Ph.D.	Bayside
1988	J. Edward Meyer, B.A., LL.B., L.H.D.	Chappaqua
1987	R. Carlos Carballada, B.S. L.H.D.	Rochester
1988	Floyd S. Linton, A.B., M.A., M.P.A., D.C.L.	Miller Place
1988	Salvatore J. Sclafani, B.S., M.D.	Staten Island
1989	Mimi Leiber, B.A., M.A.	Manhattan
1985	Shirley C. Brown, B.A., M.A., Ph.D.	Albany
1990	Robert M. Best, B.S.	Binghamton
1990	Norma Gluck, B.A., M.S.W.	Manhattan
1990	Thomas R. Frey, A.B., LL.B.	Rochester

President of The University and Commissioner of Education
Gordon M. Ambach

Executive Deputy Commissioner of Education
Robert J. Maurer

Deputy Commissioner for Elementary, Secondary and Continuing Education
Gerald L. Freeborne

Assistant Commissioner for Occupational and Continuing Education
James A. Kadamus

Coordinator for Occupational Education Planning and Support Services
Robert Poczik

Bureau of Occupational Education Research and Evaluation
Howard Berkun

PREFACE

This manual represents an extensive reorganization of the 1981 Assessment Packet for the Evaluation of Occupational Education Programs. The manual includes the directions and suggestions for carrying out the evaluation of occupational programs. Supplementary items which are part of the 1981 Assessment Packet appear in a separate booklet. Two versions of the manual and support materials are now available:

BLUE VERSION: for use by all school districts in evaluating occupational education programs.

GREEN VERSION: for use by BOCES in evaluating occupational education programs.

Much of the content is identical within the two versions; an agency which has used the 1981 Assessment Packet should have little trouble in using the new materials. The differences between the versions generally represent either different requirements for the respective agencies (e.g., different reporting requirements) or explanatory materials which reflect differences in the agencies.

A separate manual and booklet of support materials are available for evaluating practical arts programs (programs which are not intended primarily for the development of occupational skills; they include consumer home economics, non-vocational business, and industrial arts). These materials have yellow covers and are sometimes called "The Yellow Version." However, the content is markedly different from that of the two versions which are to be used in evaluating occupational education programs.

Any part of this manual may be reproduced locally. Agencies are especially invited to reproduce the following sections for use as indicated:

- Introduction (pages 7-12); an overview of the evaluation for use by interested persons (e.g., board members or appraisers)
- Key Areas and Criteria (pages 13-17); a convenient reference to the items to be assessed.
- Schedule and Checklist (pages 27-29); may be used to record projected and actual completion dates for each of the tasks in the evaluation.

Questions concerning the manual and the accompanying booklet of support materials should be addressed to:

Bureau of Occupational Education Research and Evaluation
New York State Education Department
Room 1624
Albany, New York 12234
Telephone: (518) 474-5506 or 474-8449

CONTENTS

	Page
Preface	v
Role of the Chief School Officer in Carrying Out the Evaluation	1
Potential Outcomes of the Evaluation	2
Glossary	3
Introduction (Overview of the Statewide system for evaluating occupational education programs)	7
Key Areas and Criteria (A list of the items to be assessed)	13
Steps in the Assessment (Includes explanatory information for each of the steps)	19
Suggested Time Line for the Assessment	25
Schedule and Checklist	27
Addenda	41

THE ROLE OF THE CHIEF SCHOOL OFFICER IN CARRYING OUT THE EVALUATION

The majority of the activities involved in evaluating occupational education are almost invariably delegated. The Chief School Officer retains the responsibility for the evaluation and therefore needs to be informed about the requirements and procedures. Although it is necessary to study the entire manual in order to understand the evaluation system in detail, the Chief School Officer can become adequately informed by reading the following sections:

	Page
Preface	v
Introduction	7-12
Minimum requirements	21
Summary of the steps in the assessment	23-24
Suggested Time Line	25-29
Discussion of Steps 1 and 2 in the assessment: "Choose personnel to be responsible for the assessment" and "Develop a schedule for the evaluation."	31-33

At appropriate times the State Education Department holds orientations about the evaluation system for the benefit of chief school officers and their designees.

Following are the actions within the evaluation which involve the Chief School Officer directly:

1. Choose a coordinator for the evaluation (step 1).
2. In consultation with the coordinator, decide upon the program(s) to be assessed (during the initial year the assessment may be limited to agency key areas) (step 2).
3. In consultation with the coordinator, select the members of the evaluation committee (step 1).
4. Review the schedule for accomplishing the nine steps in the assessment (step 2).
5. Review the locally developed expectation statements to determine that they are consistent with school policy (step 3).
6. Determine the extent of involvement in contacting and welcoming appraisers (step 5).
7. Review the draft report of the assessment (step 8).
8. Transmit the required information to the State Education Department (step 8).
9. Present the assessment findings to the school board (step 9).
10. Undertake plans to carry out improvements for which the assessment revealed a need.

POTENTIAL OUTCOMES OF THE EVALUATION

The evaluation of any occupational education program or of the set of agency key areas may bring about any of the following results:

- Produce information which confirms or which challenges existing assumptions about occupational education or about individual programs.
- Provide an impetus for clarifying policies and standards.
- Clarify and refine the goals and objectives of occupational education programs.
- Produce information which serves as a basis for local actions to improve programs.
- Produce information which serves as a basis to improve access to programs by all students.
- Produce information which serves as a basis for requests to public and private funding agencies for the means to bring about program improvements.
- Produce information which serves as a basis for decisions to develop new programs, delete existing programs, or change the focus of programs.
- Enhance understanding by school board members of the successes and the problems within occupational education.
- Enhance the ways in which local advisory councils and consultant committees contribute to the programs.
- Increase communication between school district personnel and community representatives from business and industry.
- Enhance direct support of occupational education by business and industry.
- Increase awareness by appraisers of the quality of occupational education programs.
- Increase communication and cooperation among the various types of school district staff (administrative, pupil personnel services, instructional and support staff) who have responsibilities related to occupational education.
- Foster the exchange of ideas between instructional staff (and other types of staff) in different schools.

GLOSSARY

The Glossary covers terms which are used in special ways within the Statewide Evaluation System. It is not intended to be inclusive for terms in widespread use within occupational education.

ABSTRACT: See "Assessment Summary."

AGENCY: A BOCES or a school district.

APPRAISER: An individual who, with others, reviews evidence which the agency designates, judges the agency's performance with respect to the criteria under any key area, and makes suggestions for improvement where warranted. The appraiser should have sufficient knowledge about the key area to permit valid judgments and useful suggestions. Internal appraisers are members of the agency and may include administrative, guidance, instructional or support staff as well as students. External appraisers include all who are not members of the agency. They may include representatives of business and industry, members of consultant committees and local advisory councils, persons involved in youth leadership activities, staff from other school districts, former students, and members of appropriate community groups or agencies. See page 36 for more details.

APPRAISER GUIDE: A set of materials to be used by appraisers as they review the criteria within any key area. A portion of each appraiser guide (rationale and comment, definitions, statement of the criteria) is provided by the State Education Department, and the remainder (expectation statement, list of items of evidence to be reviewed, suggestions to appraisers) is completed by the agency on forms which the Department supplies. The forms for each appraiser guide and the directions for preparing and using them appear in the booklet of support materials.

ASSESSMENT SUMMARY: The report of the assessment which is prepared by the agency and sent to the State Education Department. The summary is based upon the judgments and suggestions made by appraisers after those judgments and suggestions are reviewed within the agency. The assessment summary consists of the following:

- A cover sheet identifying the agency, the program covered by the report (a separate report for agency key areas), and the appraisers.
- An abstract which gives the major findings of the assessment.
- The completed assessment summary forms for the key areas which were reviewed.

See page 38 for further information concerning the assessment summary. The necessary forms and the directions for completing them are among the support materials.

CRITERION: Criteria are statements provided in the evaluation system that describe desirable features of occupational education. There are three types of criteria:

- Those which describe services to students.
- Those which describe outcomes of those services (student outcomes), and
- Those which describe supports to occupational education programs. The criteria are the basic units of evaluation in this system.

For each criterion the agency sets its own expectation for performance based on local conditions. The criteria are organized by KEY AREA.

EVIDENCE: Any information which appraisers use in arriving at valid judgments concerning the agency's performance with respect to a criterion. The term is intended to be defined broadly; it includes information gained from discussions, interviews or observations as well as information gained from review of written materials. See pages 34-35 for further information.

EXPECTATION STATEMENT: An explicit, verifiable statement which conveys the agency's intended level or extent of performance with respect to a criterion. Expectation statements are developed locally to reflect local policies and conditions.

EXTERNAL APPRAISER: See "Appraiser."

INTERNAL APPRAISER: See "Appraiser."

KEY AREA: One of the fourteen areas to be evaluated within the system. These areas represent essential features of quality occupational education offerings. One or more related criteria are included under each key area.

KEY AREA ELABORATION: A guide provided by the State Education Department for use by the agency's evaluation committee. It includes a rationale and comment section to aid in understanding a given key area, suggestions for types of external appraisers, sample expectation statements and suggestions concerning evidence for each criterion within a key area.

OCCUPATIONAL EDUCATION PROGRAM: (defined for the purpose of denoting what must be evaluated) "A planned sequence of courses, services or activities designed to meet an occupational objective." Under rare circumstances a program may be a single course, but more typically it consists of a sequence of courses. The Introduction, pages 7-8, contains a more complete statement concerning what is to be evaluated as a program.

SUPPORT MATERIALS: Forms, guides, guidelines, sets of directions, and sample completed forms which the agency may use in conducting the evaluation. The support materials are published in a separate booklet. They include:

- Key Area Elaborations
- Forms for Preparing Appraiser Guides
- The Appraisal Form
- The Assessment Summary Forms and the Cover Sheet
- Directions for using each of the foregoing items
- Guidelines for Establishing Expectation Statements
- Materials for Use in Orienting Appraisers.

STATEWIDE SYSTEM FOR THE EVALUATION OF
OCCUPATIONAL EDUCATION PROGRAMS

INTRODUCTION

1. **Inception.** The Statewide System for the Evaluation of Occupational Education programs was developed over a period of years beginning in 1979. The task involved representatives of Federal agencies, the New York State Education Department, private industry, schools, and colleges. During the 1980-81 academic year a group of 22 volunteer school districts, BOCES, and community colleges participated in a pilot project to conduct evaluations of their occupational education activities using a prototype evaluation system. The system was revised extensively as a result of the information gained from the pilot project. The revised system was put into effect during the 1981-82 academic year. That year all school districts and BOCES in New York State which had received Federal funds for occupational education during the period 1977-1980 were required to begin evaluating their occupational education programs. Other school districts which received Federal funds after the indicated period and which met other criteria were required to begin evaluating their occupational education programs during the 1982-83 academic year. Eventually all of the school districts in the State are expected to carry out evaluations of their occupational education programs.

2. **Purposes.** The purpose of the evaluation is to promote the improvement of programs in occupational education and of services provided to students and potential students. As means for achieving that purpose, the evaluation is expected to accomplish the following:

   - o Enable school districts and BOCES to assess in a systematic way the strengths and needs of their occupational education programs. The assessments are expected to provide a basis for local action in bringing about improvements in the programs.

   - o Identify exemplary practices. The Department expects to publicize exemplary practices with the expectation that other agencies will choose to adopt such practices that they find applicable. (See Addendum #2, page 42 for further information.)

   - o Provide information to be used in planning at State and Federal levels.

3. **Defining What Is To Be Evaluated as a Program.** An instructional program in occupational education is defined as "a planned sequence of courses, services or activities designed to meet an occupational objective." The occupational objective generally is the development of a set of entry-level skills for a stated occupational area. With rare exceptions a program generally involves a series of courses rather than a single course.

   School districts and BOCES report their occupational education offerings either through the Occupational Education Reporting System (OERS) or the Occupational Education Data System (OEDS). The reported six-digit code numbers are meant to represent discrete programs that should be assessed as such. It is important for agencies to check the accuracy of the information they report on OERS or OEDS because the State Education Department will

expect an evaluation of each program so listed. An exception is that programs listed as "prevocational" should not be evaluated separately; they should be evaluated in conjunction with the vocational programs to which they lead. If a school district conducts a prevocational program in an occupational area but does not have a vocational program in the same area, it should cooperate in the evaluation conducted by the local BOCES or other agency in which its students enroll for further training after completion of the prevocational program.

Occupational education programs for adults may be evaluated jointly with secondary-level programs, or they may be evaluated separately, at the option of the agency. The evaluation system is not intended for use with specialized adult education activities which do not conform to the foregoing definition of a program and which are not listed on OEDS or OERS.

Any questions concerning which activities constitute programs to be evaluated should be referred to the agency's contact person within the State Education Department (see page 10, last paragraph).

4. **Areas to Be Evaluated.** There are fourteen "key areas" to be assessed. They reflect a logical sequence of activities beginning with potential students' becoming aware of the available occupational programs and extending through follow-up of program completers by the school in order to ascertain how the program can be improved. The sequence is illustrated graphically on page 11. Other key areas are important adjuncts to that logical sequence; they include resources, staff development, program development, and safety.

The key areas are divided into two groups:

(a) AGENCY KEY AREAS: areas which should (or may) be examined for the agency as a whole.

(b) PROGRAM KEY AREAS: areas which should be examined separately for each program being evaluated.

For two of the key areas the agency has the option of assessing them as agency key areas, program key areas, or both.

The key areas are numbered to provide for ease in assessing them rather than to reflect the logical sequence. Following is the list of key areas:

Agency Key Areas

1. Awareness of Occupational Education Programs
2. Cooperative Relationships Among Agencies
3. Program Selection
4. Program Development
5. Staff Development

Program Key Areas

6. Development of Basic Skills (Computation and Communication Skills)
7. Development of Occupational Skills
8. Development of General Occupation-Related Attitudes and Behaviors
9. Occupational Career Awareness
10. Follow-up of Students
11. Resources
12. Safety

Key Areas which May Be Grouped with Either Agency Key Areas or Program Key Areas or with Both, at the Option of the School District

13. Development of Job-Seeking Skills
14. Placement Services

Twenty-seven criteria are distributed among these areas. The list of criteria is presented in the section entitled KEY AREAS AND CRITERIA, pages 13-18.

5. **Procedures.** The assessment is intended to be conducted in a continuous cycle of three to five years. Each program must be assessed at least once every five years; a cycle of three years is recommended. Several variations are possible. Small school districts may decide to assess the five agency key areas during the first year, to assess the program key areas for a portion of their occupational education programs during the second year, assess another group of programs during the third year, and so forth until the cycle repeats with the second assessment of the agency key areas. School districts with extensive occupational education activities may decide to assess some of those programs during the first year, while agency key areas are being assessed, in order that all programs be assessed during the three- or five-year period. Whenever the assessment reveals the need for improvement, the school district develops a plan for improvement and then carries it out, to the extent that resources permit, until the improvements are realized.

The school district follows these procedures:

a. Prepares a schedule for the evaluation of all programs and of the agency key areas during the cycle of three to five years.
b. Selects from its staff the persons to be responsible for the evaluation: a coordinator and a committee.
c. Sets its own expectation for performance with respect to each of the criteria.
d. Selects the evidence to be reviewed in judging whether the expectations are being met.
e. Chooses persons (appraisers) from inside and outside the school system to review the evidence, to make judgments as to whether the expectations are being met, and to make suggestions for improvement.
f. Reviews appraisers' findings and considers needed changes.
g. Submits a report to the State Education Department to show that the indicated steps have taken place and to provide summaries of major findings with respect to each program.
h. Submits a report of the evaluation to its governing board.
i. Carries out changes which are expected to lead to improvement.

6. **The Role of the State Education Department.** The foregoing information should show that the evaluations are not conducted by the State Education Department. Rather, the evaluations are conducted locally in accord with procedures established by the Department. The Department, primarily through the Bureau of Occupational Education Research and Evaluation, carries out the following functions:

   a. Prescribes the procedures to be followed (there is a considerable amount of flexibility within the prescribed procedures).
   b. Prescribes the key areas and criteria to be evaluated.
   c. Provides orientation to chief school officers and to persons appointed as coordinators for the evaluation.
   d. Maintains contact with the school districts to ensure that the evalutions are carried out in a timely and effective manner.
   e. Provides advice to localities as needed in order to clarify the requirements and to help them accomplish the tasks.
   f. Receives the reports of the evaluations and compiles the data from the reports for use in planning.

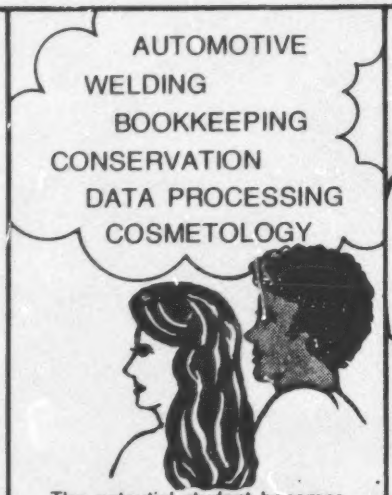
During 1981 the Department prepared a 31-minute videotape presentation, "From Assessment to Improvement," which summarizes the assessment procedure. The videotape was used to orient school district administrators plus staff members who were to be involved directly in conducting the evaluation. The majority of the videotape is still applicable although this manual contains minor changes in procedures. The videotape has proved so effective in providing information about the evaluation that the Department recommends that it be viewed by the appropriate persons within each school district. Copies are available from the Educational Communications Specialists at all BOCES. Schools may borrow the copies for short periods or they may obtain their own copies by providing blank videotapes to the Educational Communication Specialist at the local BOCES. If arrangements for copying cannot be made locally (a possibility in the event of noncompatible equipment), school district personnel may contact the Bureau of Occupational Education Research and Evaluation.

Members of the Bureau of Occupational Education Research and Evaluation are assigned to maintain contact with the school districts as they carry out the evaluation. A strength of the evaluation is the close cooperation between the school district's coordinator and the appointed SED contact person.

THE SEQUENCE OF THE EVALUATION

The typical student in occupational education follows a sequence of steps, as illustrated on this page. The evaluation is used to examine each of these steps. (The evaluation is also used to examine the various supports to this sequence of steps.)

The goal of the evaluation is to provide a basis for improvement of services to students at any of these steps or in the support activities.



The potential student becomes aware of the available occupational education programs.

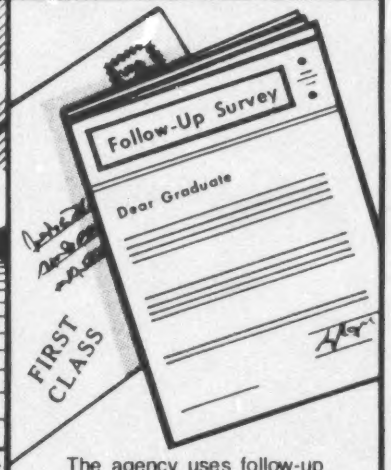
The student is helped to select an appropriate program.

The student develops skills needed for success in the world of work.

The student learns the characteristics and requirements of the jobs within the occupational fields.

The student learns job-seeking skills.

The student is helped to enter an occupational or an advanced training program.



The agency uses follow-up information from former students to help improve its programs.

KEY AREAS AND CRITERIA

This section presents the fourteen key areas and the twenty-seven criteria which are grouped under them.

KEY AREAS AND CRITERIA

Fourteen key areas are to be evaluated. Twenty-seven criteria are to be considered within these key areas, a minimum of one criterion and a maximum of four criteria per key area. The key areas and criteria are grouped as follows:

I. AGENCY KEY AREAS/CRITERIA

Agency key areas include criteria involving (a) services to all the agency's students or in a uniform manner to students in the occupational programs, (b) outcomes of those services, or (c) supports to occupational education programs. Agency key areas should be examined for the agency as a whole rather than separately for each program. Following are the five agency key areas and the eight criteria they encompass:

1. Awareness of Occupational Education Programs

   1.1 Information about programs in which they may enroll is made available to potential students.
   1.2 Systematic efforts are made to assure that members of special populations are informed about occupational education programs in which they have traditionally been underrepresented.
   1.3 Potential students demonstrate awareness of programs available to them.

2. Cooperative Relationships Among Agencies

   2.1 The school district establishes cooperative relationships with other appropriate agencies to assure that all students and potential students are informed of the full range of available occupational programs.

3. Program Selection

   3.1 The school district assists potential students in relating their interests and aptitudes to the available occupational education programs.
   3.2 The school district provides information to students about program requirements for occupational education programs in which they express interest and about employment prospects for program completers.

4. Program Development

   4.1 Occupational education programs are developed to respond to current and emerging employment demands and to the interests of potential students.

5. Staff Development

   5.1 Instructional and administrative personnel engage systematically in activities through which they enhance their capabilities to provide services to students in occupational education programs.

II. PROGRAM KEY AREAS/CRITERIA

Program key areas include criteria which involve: (a) services to students in occupational education programs, (b) outcomes of those services, and (c) human and material resources for specific programs. Program key areas should be examined separately for each program. Following are the program key areas and the criteria they encompass:

6. Development of Basic Skills (Computation and Communication Skills)

   6.1 Instruction in basic skills is provided to students who need such instruction in order to perform successfully in their respective occupational program areas.
   6.2 Program completers demonstrate the competence in the basic skills which is necessary for successful performance in their respective occupational areas.

7. Development of Occupational Skills

   7.1 The program is designed to develop the occupational skills needed for successful performance in the occupational area.
   7.2 The program includes a system for providing students with periodic information concerning their progress in developing each of the identified skills.
   7.3 Program completers demonstrate the skills which have been identified as needed for successful performance in the occupational area.

8. Development of General Occupation-Related Attitudes and Behaviors

   8.1 Students are assisted in developing the general attitudes and behaviors they need in order to perform successfully as employees.
   8.2 Program completers demonstrate the general attitudes and behaviors which are desired by employers.

9. Occupational Career Awareness

   9.1 Students receive instruction about the characteristics and requirements of the occupations related to the programs in which they are enrolled.
   9.2 Students demonstrate knowledge of the characteristics and requirements of the occupations related to the programs in which they are enrolled.

10. Follow-up of Students

   10.1 Information is obtained systematically from former students and their employers and is used for planning improvements in the occupational education program.
   10.2 Students obtain positions in appropriate occupations, or they are enrolled in appropriate advanced training programs.

11. Resources

11.1 Human resources are sufficient to permit the achievement of program objectives.
11.2 The facilities are adequate to permit the achievement of program objectives.
11.3 Equipment and supplies are adequate in quantity and quality to permit the achievement of program objectives.
11.4 Facilities and equipment are appropriate for current practices in the occupational field.

12. Safety

12.1 The safety of staff and students is promoted through a systematic program of instruction and inspection.

III. KEY AREAS WHICH MAY BE GROUPED WITH EITHER AGENCY KEY AREAS OR PROGRAM KEY AREAS OR WITH BOTH, AT THE OPTION OF THE SCHOOL DISTRICT

Two key areas include significant aspects which transcend the division into program key areas and agency key areas. Classification of these key areas depends upon the way in which the school district functions. In some districts, instruction in job-seeking skills (for example) is primarily the responsibility of guidance personnel and is identical for all students in occupational education programs. In other districts, job-seeking skills are developed within instructional programs and may vary from program to program. In still other districts some aspects of job-seeking are identical for all occupational education students and other aspects vary from program to program. The school district should consider the way in which it functions with respect to these two key areas and should then determine whether the respective key areas should be assessed with the agency key areas, with the program key areas, or with both. Following are the two key areas for which classification is optional:

13. Development of Job-Seeking Skills

13.1 Students are instructed in job-seeking skills.
13.2 Students demonstrate the job-seeking skills in which they have received instruction.

14. Placement Services

14.1 Students are given individual assistance in obtaining appropriate employment or in enrolling in appropriate advanced training programs.

STEPS IN THE ASSESSMENT

This section contains the recommended steps to be followed in carrying out the assessment. It also includes suggestions for each of the steps and a suggested time line. Careful consideration of these suggestions by the persons who are selected to carry out the evaluation should reduce the time and effort required to complete the assessment.

MINIMUM REQUIREMENTS

The following pages include the recommended steps for carrying out the assessment. In order to distinguish between what is optional and what is required, the minimum requirements are stated below:

1. **Each occupational education program must be assessed at least once during each cycle of five or fewer years.**

2. **The criteria under each program key area must be assessed separately for each program.**

3. **The criteria under each agency key area must be assessed at least once during each cycle of five or fewer years.**

4. **For each criterion the school district must decide upon an expectation statement** (page 33).

5. **Each key area must be assessed by internal appraisers and by external appraisers** (page 36).

6. **Appraisers' judgments and recommendations concerning each criterion and each key area they consider must be based upon evidence which is made available to them by the school district** (page 34). See page 35 for advice about appropriate action if evidence is not available for certain criteria.

7. **The school district must submit the Assessment Summary Report to the State Education Department by the stated due date** (page 39).

8. **The results of the evaluation must be reported to the school district's governing board** (page 39).

STEPS IN THE ASSESSMENT

The nine steps in the assessment are presented below. Not all of the steps are sequential. For example, step 1.2 should be carried out concurrently with or subsequent to step 2.1. Also, step 5.2 may be undertaken while work progresses on steps 3 and 4. The Chief School Officer is likely to be involved directly in steps 1, 2, 3.3, 8.3, 8.4, and 9. The responsibilities and duties for other steps are likely to be delegated. A full explanation of each of the steps begins on page 31.

Reporting requirements are different for the "Big Five" school districts (Buffalo, New York City, Rochester, Syracuse and Yonkers). Those school districts should refer to Addendum #1 on page 41.

Step 1: Choose personnel to be responsible for the evaluation.

- 1.1 Choose a coordinator.
- 1.2 Choose a committee to work with the coordinator.
- 1.3 Arrange for the coordinator and the committee to participate in orientation/training.
- 1.4 Arrange time for the coordinator, the committee, and any additional participants to carry out their assignments.

Step 2: Develop a schedule for the evaluation.

- 2.1 Prepare a tentative schedule for evaluating, during a cycle of three to five years, (1) the agency key areas and (2) the program key areas for each occupational education program.
- 2.2 Set a schedule for carrying out the steps in the current year's assessment.

Step 3: Establish an expectation statement for each criterion.

- 3.1 Select knowledgeable people to help.
- 3.2 Use the guidelines for establishing expectation statements.
- 3.3 Arrange for appropriate administrative staff to review the tentative expectation statements.
- 3.4 Record the expectation statements in the appraiser guides.

Step 4: Identify and assemble evidence.

- 4.1 Decide upon evidence to be made available.
- 4.2 List the items of evidence in the appraiser guides.
- 4.3 Assemble the documentary evidence.
- 4.4 Complete "Suggestions" section of the appraiser guides.

Step 5: Select and orient appraisers.

- 5.1 Determine types and number of appraisers needed for each key area.
- 5.2 Contact appraisers.
- 5.3 Orient appraisers.

Step 6: Conduct the appraisals.

6.1 Arrange for appraisers to review evidence and to record judgments and suggestions.

Step 7: Review appraisers' findings and consider needed changes.

7.1 Review findings with school district personnel and with advisory groups.
7.2 Consider the actions that are needed in order to bring about improvements.

Step 8: Prepare the assessment summary (report of the evaluation).
(NOTE to "Big Five" school districts: see Addendum #1, page 41, for reporting requirements.)

8.1 Use the appraisal forms and staff comments to complete the assessment summary forms.
8.2 Prepare the abstract of the evaluation.
8.3 Arrange for the responsible administrative personnel to review the draft materials.
8.4 Forward the assessment summary to State Education Department by the due date.

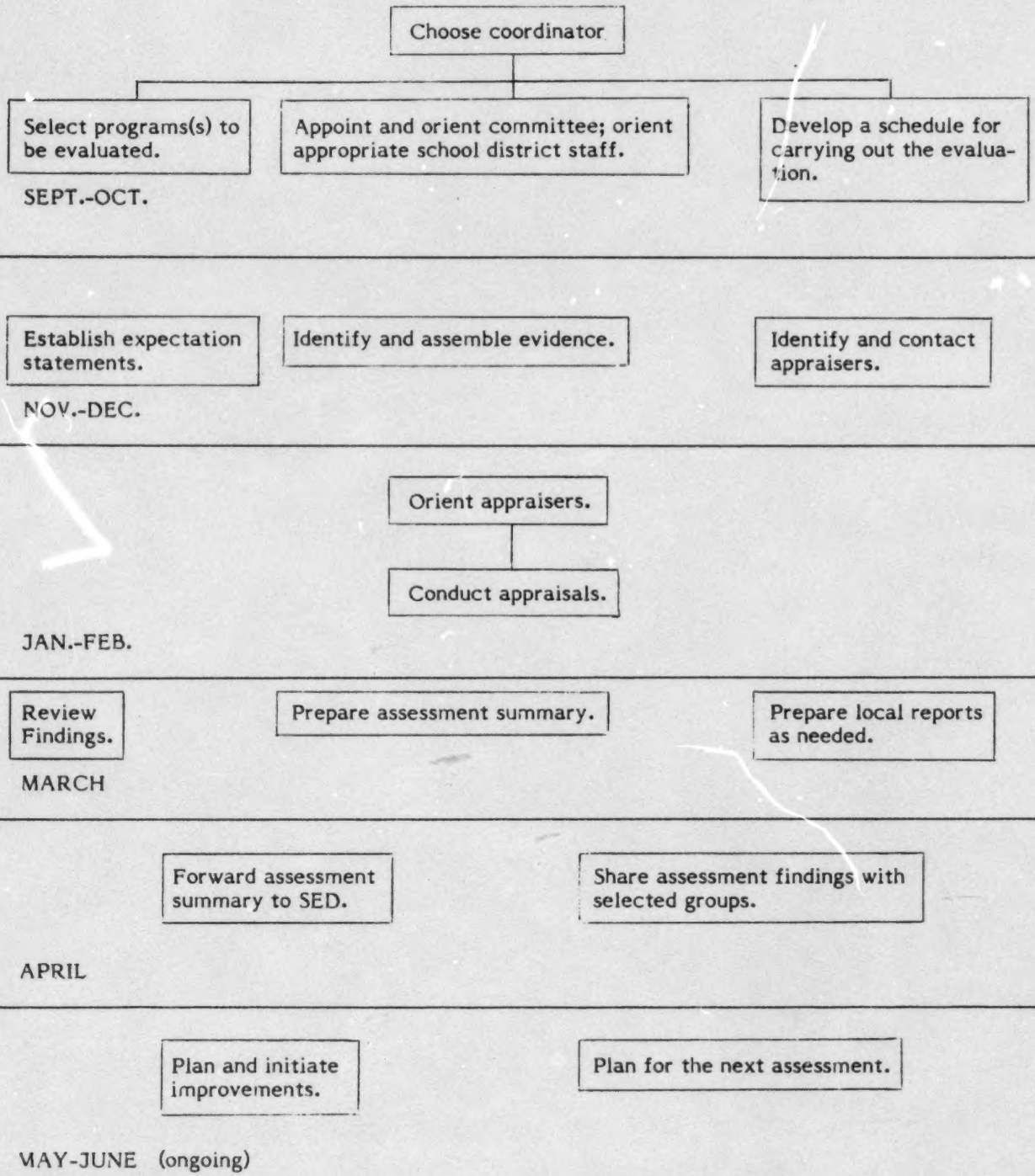
Step 9: Prepare reports for local use.

9.1 Prepare a report for the board.
9.2 Decide upon the information to be presented to other groups.
9.3 Prepare and present the reports.

POST-ASSESSMENT STEPS

10. Plan for the next assessment in the cycle by considering ways to improve upon the current year's assessment.
11. Develop plans for carrying out needed changes.
12. Monitor progress in carrying out needed changes.

SUGGESTED TIME LINE FOR THE ASSESSMENT



SCHEDULE AND CHECKLIST

(This section may be reproduced locally and used to maintain a schedule for the evaluation. The entries parallel closely (but not exactly) the steps and substeps in the assessment.)

ACTIVITY	SCHEDULED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
1. Choose Personnel for the evaluation.		
1.1 Choose a coordinator.	_____	_____
1.2 Choose an evaluation committee.	_____	_____
1.3 Arrange participation in staff orientation/training.	_____	_____
2. Develop schedule.		
2.1 Develop 3- or 5-year schedule.	_____	_____
2.2 Develop schedule for current year's assessment.	_____	_____
3. Establish expectation statements.		
3.1 Select persons to draft expectation statements for each key area.	_____	_____
3.2 Reproduce and distribute guidelines.	_____	_____
3.3 Arrange review of draft statements.	_____	_____
3.4 Record expectation statements in guides.	_____	_____
4. Identify and assemble evidence.		
4.1a Establish procedures for deciding upon evidence for each criterion/expectation statement.	_____	_____
4.1b Designated persons report that evidence is identified .	_____	_____
4.2 List items of evidence in key area guides.	_____	_____
4.3 Assemble documentary evidence.	_____	_____
4.4 Plan schedules for appraisers to review non-documentary evidence.	_____	_____
4.5 Record information in key area guides to assist appraisers in reviewing evidence.	_____	_____
5. Select and orient appraisers.		
5.1a Decide upon types and numbers of appraisers needed for each key area.	_____	_____
5.1b Identify potential appraisers.	_____	_____
5.2 Contact appraisers.	_____	_____
5.3a Plan orientation of appraisers.	_____	_____
5.3b Conduct orientation.	_____	_____
6. Conduct the appraisals.		
6.1a Arrange for appraisers to review the evidence and make appraisals.	_____	_____
6.1b Send letters of appreciation to appraisers.	_____	_____

27

ACTIVITY	SCHEDULED DATE OF COMPLETION	ACTUAL DATE OF COMPLETION
7. Review appraisers' findings and consider needed changes.		
7.1a Develop procedures for appropriate school personnel to review and discuss appraisers' findings.	_____	_____
7.1b Arrange for review of appraisers' findings by consultant committee (or other appropriate groups).	_____	_____
7.2 Arrange discussions of needed improvements.	_____	_____
8. Prepare the assessment summary (report of the evaluation).		
8.1 Complete assessment summary forms.	_____	_____
8.2 Prepare the abstract.	_____	_____
8.3 Ask appropriate administrators to review the draft report.	_____	_____
8.4 Forward assessment summary to SED by the due date.	_____	_____
9. Prepare reports for local use.		
9.1 Prepare a report for the board.	_____	_____
9.2 Decide upon the information to be presented to other groups.	_____	_____
9.3 Prepare and present the reports.	_____	_____
POST-ASSESSMENT STEPS		
10. Evaluate the Assessment Process.		
10.1 Participants meet to share ideas for improving the process.	_____	_____
10.2 Convey suggestions for improvement to SED.	_____	_____
10.3 Consider steps for changes to be carried out locally.	_____	_____
10.4 If there were key areas for which adequate evidence was not available, decide upon procedures for developing adequate evidence during next assessment.	_____	_____
	_____	_____
11. Plan and initiate improvements.		
11.1 In light of appraisers' findings and staff discussion of those findings, develop a plan of action to carry out needed improvements.	_____	_____
11.2 Arrange for resources as needed.	_____	_____
11.3 Plan reassessments as needed to ascertain whether the changes, once undertaken, resulted in improvements.	_____	_____
	_____	_____
12. Monitor activities for improvement.	_____	_____

SUGGESTIONS FOR CARRYING OUT THE STEPS IN THE ASSESSMENT

Step 1: Choose personnel to be responsible for the evaluation.

Steps 1 and 2 are interrelated; the current year's evaluation committee should include persons who are involved in conducting the program(s) to be evaluated. The Chief School Officer may find it desirable first to appoint a coordinator, who normally serves over a period of years, and then to confer with that person in deciding simultaneously upon the programs to be evaluated and upon the members of the evaluation committee for the current year.

1.1 Choose a coordinator. **It is recommended that the coordinator be an administrator rather than a member of the instructional staff for a specific program.** Following are the desired attributes of the person designated as coordinator:

- o Can work effectively with administrative and instructional personnel.
- o Has a schedule which is flexible enough to permit time to be devoted to the evaluation.
- o Has the perspective to view the occupational education programs in relation to the curriculum as a whole.
- o Has the ability to plan effectively and the dedication to meet deadlines.
- o Expects to be able to serve during the entire academic year and (preferably) over a period of years.

The coordinator maintains communication with a contact person from the Bureau of Occupational Education Research and Evaluation as the assessment is carried out and as the school district attempts to carry out any improvements for which the assessment reveals the need.

1.2 Choose a committee to work with the coordinator. The evaluation committee works with the coordinator in assuring that all of the steps in the assessment are carried out. The committee does not necessarily perform all of the work; some steps are best completed by subgroups or by non-members with guidance from the committee. The size of the committee and the mode of operation are local prerogatives.

The composition of the committee will probably vary from year to year within the cycle. When agency key areas are assessed, program heads and pupil personnel services staff are likely participants. During the year that a particular program is evaluated, the program instructional staff are logical members. If more than one program is assessed during a given year, it is desirable to have a subcommittee for each program. As their schedules permit, it may be useful to have students or persons from outside the school district (e.g., advisory council members) as members of the evaluation committee. Persons who are to have major responsibility for future evaluations can profit from serving on the current year's evaluation committee.

1.3 Arrange for the coordinator and the committee to participate in orientation/training. Early during the school year representatives from the State Education Department conduct orientation/training sessions for the coordinators. Coordinators, in turn, provide orientation/training for the evalu

ation committee and for any additional participants. The videotape, "From Assessment to Improvement," may be used to orient the committee. A copy of the videotape may be obtained from the Educational Communications Specialist at the local BOCES or from the Bureau of Occupational Education Research and Evaluation; see the Introduction, page 10, for more information. Coordinators should also lead their committees in a review of this manual and of the booklet of support materials. A limited number of copies of these items is available from the Bureau of Occupational Education Research and Evaluation. School districts may reproduce locally any sections of the manual or the booklet of support materials which are needed in quantity; the introduction (pages 7-12), the list of key areas and criteria (pages 13-18) and the list of the nine steps in the assessment (pages 23-24) generally have proven useful for orientations.

1.4 Arrange time for the coordinator, the committee, and any additional participants to carry out their assignments. The evaluation will have greatest value when the persons who are involved have sufficient time to carry out their assignments. Some school districts have arranged released time for instructional personnel in order to provide for orientation and for meetings. In other districts the non-instructional responsibilities of participants have been adjusted in order to provide time for evaluative activities. After participants become adequately acquainted with their tasks, much of the work can be done individually or in small groups, and the meetings of the entire committee can be used for reacting to such work and for developing new assignments. If the assignments can be carried out at times which are convenient to the individual participants, large blocks of time for group meetings are not often required.

Step 2: Develop a schedule for the evaluation.

2.1 Prepare a tentative schedule for evaluating, during a cycle of three to five years, (1) agency key areas, and (2) the program key areas for each occupational education program. Each occupational education program is to be evaluated in a cycle of three to five years. Agency key areas are also to be evaluated at intervals of no more than five years. Although adherence to the five-year cycle will satisfy Federal requirements, more frequent evaluation is recommended. Educators need up-to-date information about occupational education programs if the programs are to keep pace with the ever-changing economic and political environment. Current information is obtained in other ways than through formal assessment, but the act of assessing is an important means of focusing attention upon programs and upon agency characteristics. School districts may choose to assess their programs more often than five years, or they may choose to maintain a five-year cycle and supplement annually with less formal assessments. Consultant committees may be asked to participate systematically in the annual informal reviews.

If the school district offers occupational education programs for adults, it should decide whether to evaluate those programs jointly with the comparable secondary-level programs or as discrete entities. The major considerations are (a) whether the information gained by the district will be more useful if it is combined for adult-level and secondary-level activities, and (b) whether it is more convenient to conduct the assessment and report the results separately or jointly.

If a school district offers occupational education at multiple sites, as is often the case when there is more than one high school in the district, it must decide whether to have one evaluation covering all sites or to have a separate evaluation for each site. There are advantages in each approach. The greatest advantage may develop from an agency-wide assessment of the activities in any one program area. Strengths and needs at the individual sites may be masked, however, unless appraisers are careful to identify characteristics which are peculiar to specific sites. The coordinator for the evaluation may wish to discuss the matter with the SED contact person before a decision is made. (See also step 6.1, page 37, and step 8, page 38.)

As the coordinator and the program personnel gain familiarity with the procedures involved in the evaluation, each succeeding evaluation should be increasingly productive and increasingly efficient.

In deciding upon the order in which to evaluate programs it is not necessary to postpone the evaluation of a program which is in the process of reorganization. The criteria to be evaluated are generally those that must be weighed as part of the reorganization.

2.2 Set a schedule for carrying out the steps in the current year's assessment. In order for the work to be accomplished in a timely manner it is desirable to develop a schedule for accomplishing each of the steps in the assessment. The schedule should take into consideration the due dates for reports, the school calendar of activities, and the other responsibilities of the persons who are involved in the evaluation. Pages 27-29 provide a form which may be useful in setting a schedule. A suggested time line appears on page 25.

Step 3: Establish an expectation statement for each criterion.

The criteria which appear in this manual are not specific enough to be evaluated directly. In order to make them specific it is necessary to prepare an expectation statement for each criterion. **An expectation statement is an explicit, verifiable statement which conveys the school's intended level or extent of performance with respect to the criterion. Expectation statements are developed locally to respond to local policies and conditions.** It is a major strength of the evaluation system that the expectation statements are set locally; in essence, each evaluation is unique to the agency which is conducting it. The primary benefit of such evaluation is therefore to the locality rather than to any external agency such as the State Education Department.

The booklet entitled Support Materials for Evaluation of Occupational Education Programs contains sample expectation statements for each of the 27 criteria. The evaluation committee (or other groups involved in establishing expectation statements) may save much time and effort by choosing among these sample expectation statements as opposed to developing entirely distinct statements. Some of the samples may be useful without change, and others may be modified to make them fit local conditions. The group should undertake the task of developing completely new expectation statements only if the members agree that none of the samples can be modified to serve.

3.1 Select knowledgeable people to help. Each expectation statement should reflect the knowledge and experience of the individuals who are in the best position to decide upon a reasonable level of performance for the given criterion. For example, instructional staff for the program being evaluated are likely to be in best position to state what is reasonable for the criteria related to occupational skills, basic skills, and occupation-related attitudes and behaviors. Instructional personnel and administrators may need to work together in setting expectation statements concerning physical resources and staff development. School counselors may help with the criteria related to entry and program selection. In some instances members of the community, particularly members of local advisory councils and consultant committees, may be helpful in formulating expectation statements.

3.2 Use the guidelines for establishing expectation statements. The guidelines appear in Section 1 of the booklet of support materials. They may be reproduced locally for use with the group which is charged with responsibility for establishing the expectation statements for the criteria within any given key area. The group should also receive copies of the appropriate key area elaboration which contain sample expectation statements (see Section 1 of the support materials). Careful review of the guidelines and the key area elaborations will be reflected in the quality of the expectation statements the group decides upon and thus in the nature and usefulness of the information the school receives from the evaluation.

3.3 Arrange for appropriate administrative staff to review the tentative expectation statements. The expectation statements are extensions of school district policy (see the guidelines). They represent the standards to which the school district commits itself. Future performance is likely to reflect the content of the expectation statements. Therefore, persons with administrative responsibility should be sufficiently involved in the process to assure the acceptability of the statements.

3.4 Record the expectation statements in the appraiser guides. Section 2 of the support materials contains forms for preparing an appraiser guide for each of the thirteen key areas. Instructions for use of the guides accompany them. Each guide contains blanks for recording (a) the expectation statement for each criterion within the key area, (b) a list of the items of evidence the appraisers are to consider in judging whether the expectation is met, and (c) the district's suggestions and comments to the appraisers to aid them in reviewing the evidence and in making judgments about district performance in meeting the expectation. The forms for appraiser guides should be reproduced locally, and the expectation statements which the district decides to use should be recorded in the appropriate blanks.

Step 4: Identify and assemble evidence.

Appraisers are to consider the items of evidence which the school district presents to them to help determine whether the expectation is met. The group that prepares the expectation statement for a given criterion is normally called upon to gather appropriate evidence. The process of identifying and assembling evidence may extend over a relatively long period of time. Group members may collect items they encounter during their normal duties for later decision by the entire group. Group time is likely to be used primarily for

determining the appropriateness of available items and only secondarily for identifying new items. The key area elaborations, found in the support materials, contain suggestions concerning specific items of evidence.

For the benefit of all agencies which seek effective ways of assessing their occupational education programs, SED expects to collect and screen information about useful evaluation practices and then to publish the information which it judges to be helpful to other agencies. The information will include the following:

- o Ideas for effective ways to assess any criterion.
- o Sources of information, forms or instruments.
- o Sample items of evidence.

Any agency which has developed a useful approach to the assessment of any of the 27 criteria is invited to inform the Bureau of Occupational Education Research and Evaluation, either by checking the box for item #6 on the appropriate assessment summary form (see step 8) or by contacting Bureau staff directly. Some agencies have found it desirable to maintain separate files for each criterion and to share the files with SED contact persons at appropriate points within the evaluation.

4.1 Decide upon the evidence to be made available. The evidence which is chosen should be directly applicable to the expectation statement. The term "evidence" should be defined broadly to include any means which appraisers may use in making judgments as to whether the expectations are met. Evidence may generally be classified as:

- o Documentary evidence: Standardized examinations, curriculum guides, lesson plans, policy statements, books, and films.
- o Evidence based upon observations: examination of facilities and resources, observation of training sessions.
- o Evidence from interviews with staff, students, program completers and employers.

The group charged with responsibility for selecting evidence for a particular criterion should consider all of the available evidence and should select those items which provide the information most likely to lead to valid judgments by appraisers. It is far more desirable to have a few items of pertinent evidence than a large number of items with doubtful applicability. **It is probable that no pertinent evidence will be available for some of the expectation statements. In such a case the statement should be made in the appropriate place in the appraiser guide that no evidence is being presented. Appraisers are still invited to make comments and suggestions about the school's performance in the key area. No attempt should be made to adapt irrelevant material to the criterion or to the expectation statement.** Rather, the school should initiate its planning for the next time the key area is assessed with the consideration of the need for pertinent evidence.

4.2 List the items of evidence in the appraiser guide. The list of the items of evidence should be recorded in Part Two of the appropriate guide. Appraisers should use the list as a checklist to ensure that all items are reviewed. A sample completed appraiser guide is located in Section 2 of the booklet of support materials.

4.3 Assemble the documentary evidence. Much of the documentary evidence can be reproduced and assembled in individual folders (a separate folder for each criterion). The essential elements within such documents as lesson plans or policy statements can be highlighted for ease in reviewing. Some documentary materials, such as library resources or student records, are not easily assembled and therefore should be treated in the same manner as non-documentary evidence (see step 4.4).

4.4 Complete "Suggestions" section of the key area guide for appraisers. Part Two of the appraiser guide contains a heading entitled "Suggestions to Appraisers for Assessing this Criterion." As the group considers the items of evidence to be made available to appraisers, it should begin recording in this section the information which will help appraisers to carry out their review. Typical entries include the arrangements for review of facilities, the availability of staff and students for interviews, times and locations of instructional activities which appraisers may wish to observe, and any special considerations which appraisers should be aware of as they consider a specific item of evidence. If interviews are intended to produce responses to specific questions, this section may include the list of questions appraisers should ask. Any schedules of activities should be subject to change as appraisers are selected; it may be desirable to add last-minute entries to this section in consultation with appraisers, possibly during orientation (step 5.3).

Step 5: Select and orient appraisers.

Each key area is to be reviewed by both internal and external appraisers, the number and type to be determined by the school district. The district is responsible for informing the appraisers of their duties and for providing the orientation they need. Internal appraisers come from the school system. They may be administrators, counselors, instructors, or current students. External appraisers are from outside the school district. They may be former students, representatives of business or industry, employers or potential employers, persons involved in youth leadership programs, members of appropriate community groups or agencies, or staff from other school districts. Members of consultant committees and advisory councils are prime candidates to serve as external appraisers.

5.1 Determine types and number of appraisers needed for each key area. The school district should determine the types and number of appraisers that can provide the district with the best assessment of the key area. In choosing appraisers, the chief considerations are the need for different perspectives and the need for individuals with sufficient knowledge and experience about the key area that they can offer valid suggestions for improvement. The ideal number of appraisers and the types of those appraisers will differ among key areas and among programs. A typical appraiser may be able to make valid judgments for more than one key area, but appraisers should not be asked to review key areas for which they do not have adequate qualifications. Neither should the number of key areas assigned to any one appraiser be so great that the appraiser has insufficient time for adequate review. Persons within the school system who help decide upon expectation statements or who help identify and assemble evidence are not excluded from serving as internal appraisers. The key area elaborations contain suggestions for appropriate kinds of persons to serve as external appraisers.

5.2 Contact appraisers. The initial contact with potential appraisers may take place at a relatively early point within the evaluation, thereby allowing time for schedules to be adjusted and for appraisers to contemplate the assignments to which they commit themselves. It is not necessary to postpone the initial contact until after the expectation statements are established and evidence is assembled. Appraisers should be given sufficient information about their roles and about the approximate amount of time involved to guide them in their decisions to participate. Individuals from the community are usually willing to make reasonable contributions of time and effort if they believe that their work will benefit the school and the students. A number of school districts have reported that the evaluation increased understanding between school personnel and the community members who served as appraisers.

5.3 Orient appraisers. Appraisers, both internal and external, need orientation in order to carry out their functions satisfactorily. Some persons who are chosen as internal appraisers may have helped in establishing expectation statements and in identifying items of evidence; these persons can assist in orienting other appraisers. The typical orientation is likely to be both informal and brief. It should nonetheless include two major points: (a) an introduction to the evaluation, and (b) discussion of the specific activities the appraisers are expected to carry out. Section 4 of the booklet of support materials contains guidelines for orienting appraisers. The guidelines include suggestions for reproducing materials from this manual and from the booklet of support materials for use in the orientation.

Step 6: Conduct the appraisals.

Appraisers follow the appraiser guides, which are to be completed locally (see steps 3.4 and 4.4 above) in carrying out the appraisal. They limit their review to the criteria in the specific key areas to which they are assigned. They examine evidence, make judgments, and provide suggestions for improvement of the occupational education program. They may also provide suggestions for improving the procedures followed in the assessment. Their judgments and suggestions are recorded on the appraisal forms.

6.1 Arrange for appraisers to review evidence and to record judgments and suggestions. The specific items to be recorded are found on the one-page appraisal form (see Section 3 of the support materials). School personnel reproduce the form locally and insert the program name (if applicable), key area number and criterion numbers. A separate form is used for each key area. At the prerogative of the committee each appraiser may complete a copy of the form individually, or appraisers may collaborate in completing a single form. In either case it is helpful for appraisers to be able to share ideas and opinions prior to completing the form. Especially helpful are exchanges between external appraisers and members of the school district staff. The members of the school district can add explanatory comments to the written information, and they can respond to questions. In turn, they receive helpful comments from the external appraisers in an atmosphere which permits expansion and clarification as needed. The written comments on the appraisal form are likely to have greater value to the school if they occur after such exchanges.

If the assessment covers more than one site (e.g., two or more high schools), the coordinator may wish to ask the appraisers to complete separate appraisal forms for each site. As an alternative, appraisers may identify on a single appraisal form (for each key area reviewed) the judgments that apply only to specific sites. The information transmitted verbally should augment the written forms.

In item #1 of the appraisal form, appraisers record judgments concerning the separate criteria within the key area. Some of the information to be recorded in item #2 may also concern separate criteria. For the remainder of the form, the appraisers should consider the key area as an entity wherever possible.

Step 7: Review appraisers' findings and consider needed changes.

This step is a culmination of the evaluation to this point; it relates directly to the stated purposes of (a) enabling the school to assess in a systematic way the strengths and needs within its occupational education programs, and (b) providing a basis for local action in improving those programs. After the appraisers' comments and suggestions are reviewed by school district personnel and appropriate advisory groups, the district is in a position to consider the actions needed to bring about improvements.

7.1 Review findings with school district personnel and with advisory groups. The written findings consist of the information recorded on appraisal forms, but the appraisers are also likely to provide a considerable amount of informal, verbal information. Administrators, guidance personnel, and program instructional staff can profit from a joint consideration of the written and verbal information in a post-assessment review. Members of consultant committees and advisory councils may provide additional insights and suggestions if they are included in this review, in the same way that they may have provided help in earlier stages of the evaluation (such as establishing expectation statements and serving as appraisers). Written summations of findings may be reviewed with other staff as appropriate.

7.2 Consider the actions that are needed in order to bring about improvements. This consideration will be a part of the review in step 7.1 but may extend considerably beyond a single session. District personnel and advisory groups weigh the ideal versus the practical. They consider local conditions, existing policies, and the availability of resources. They determine which changes can be inaugurated at once, which must be studied further, which must be postponed until resources are available, which must be presented to the school board for action, and similar questions. They should have better bases for these considerations than would have existed in the absence of the assessment. If additional funding is needed in order to carry out the improvements, the school district will wish to consider the need when next it makes application for Federal funds under the Vocational Education Act.

Step 8: Prepare the assessment summary (report of the evaluation). The assessment summary consists of (a) a cover page, (b) the completed assessment summary forms, one for each key area assessed, and (c) an abstract stating the major findings of the assessment. If the report covers a program offered at more

than one site, please list the sites at the bottom of the cover page, and either include multiple assessment summary forms where appropriate or identify on the assessment summary forms the entries which are specific to specific sites. If more than one program is assessed, there should be a separate summary for each program. If activities at both the adult and secondary levels are reported together, the cover page should be marked accordingly. Directions for completing the assessment summary appear with the blank forms in Section 5 of the support materials. (Note to "Big Five" school districts: see addendum, page 41, for reporting requirements.)

8.1 Use the appraisal forms and staff comments to complete the assessment summary forms. Except for item #1, the information recorded should reflect the school district's position after discussion of the appraisal findings among appropriate instructional and administrative staff. Directions for completing the forms are provided in the booklet of support materials.

8.2 Prepare the abstract of the evaluation. The suggested length of the abstract is one page or shorter. It includes major findings of the assessment: (a) significant strengths as identified by the appraisers, (b) needs for improvement as identified within the assessment, and (c) significant steps the school district is considering (or has already undertaken) to bring about improvements. It may also include general reactions concerning the effectiveness of the assessment and any steps under consideration for increasing the effectiveness of future evaluations plus any explanatory information as desired. See the directions in the booklet of support materials for more complete information about preparing the abstract.

8.3 Arrange for the responsible administrative personnel to review the draft materials. School personnel who are directly responsible to the school district's governing board will wish to review the draft materials, particularly the statement of the projected actions the district is contemplating in order to bring about improvements, before the report is put into final form for transmission to the State Education Department.

8.4 Forward the assessment summary to SED by the due date. School districts are informed of the due date as they begin the year's evaluation. Send two copies of the report to the Bureau of Occupational Education Research and Evaluation at the address given in the preface to this Manual.

Step 9: Prepare reports for local use.

A report is prepared for submission to the school district's governing board. The district may choose also to provide information about the assessment to other local groups.

9.1 Prepare a report for the board. The purposes of the report are:

- To help board members increase their awareness of the occupational education programs.
- To elicit the board's consideration of needed steps which are expected to lead to program improvement.

The board should be informed of major strengths and needs in occupational education programs as identified by the appraisers. They should receive staff comments relative to those findings. They should also receive staff recommendations for actions which require board approval. The school district may reproduce the assessment summary and use it in the report to the board or it may develop a separate report.

9.2 Decide upon the information to be presented to other groups. At the discretion of the school district, information about the assessment may be given to groups such as the following:

- o Local advisory councils and consultant committees.
- o Community agencies and community service groups.
- o Local business establishments.
- o Appraisers and other participants in the assessment.
- o Local newspapers and radio and television stations.

The content and the distribution of such information are local prerogatives.

9.3 Prepare and present the reports. No discussion is necessary.

ADDENDUM #1

REPORTING REQUIREMENTS FOR "BIG FIVE" SCHOOL DISTRICTS
(Buffalo, New York City, Rochester, Syracuse and Yonkers)

The "Big Five" school districts are required, under the provisions of New York State Education Law, Section 399, to report annually to the State Education Department concerning their programs in occupational education. The "399 report" includes the information produced by this evaluation. Therefore, the "Big Five" school districts are not required to submit a separate assessment summary. These districts may disregard Step 8, pages 38 and 39 in the manual. Instead, they should refer to the most recent edition of the SED publication, "Guidelines for Preparing 793/399 Reports".

ADDENDUM #2

One of the purposes of the evaluation is to identify exemplary practices in occupational education (see Introduction, page 7). An exemplary practice is any procedure or technique of such merit that agencies choosing to adopt the practice might thereby improve the effectiveness of their programs or of their services to students. SED expects to publish information about exemplary practices although not during the current (1983-84) year. Agencies which identify practices they consider to be exemplary are invited either to inform the appropriate SED contact person or to retain the information about the practices for the future.